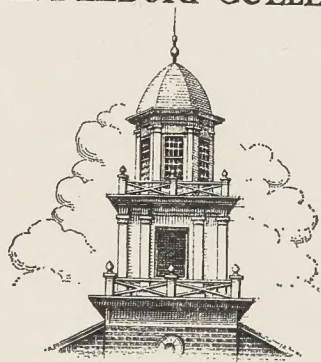


MIDDLEBURY COLLEGE



THE EGBERT STARR LIBRARY

Middlebury College, Middlebury, Vt
Bread Loaf School of English

The Crumb [and miscellaneous papers]

Spec. I
378.743
MIC95
1970

BREAD LOAF SCHOOL OF ENGLISH 1970

Table of Contents

1. Bulletin, 1970
2. General Statistics, 1970
3. Course Enrollment, 1970
4. Dear Bread Loafer Letter, 1970
5. Preliminary Announcements, 1970
6. Health Services, 1970
7. Accident Insurance, 1970
8. Address List, 1970
9. Teacher Load, 1970
10. Prospective 1970 Degree Candidates
11. Candidates for Master of Letters
12. Prospective 1971 Degree Candidates
13. First-year Students, 1970
14. Students Taking Three Courses (9 credits), 1970
15. Auditors, 1970
16. Veterans, 1970
17. Waiters, 1970
18. Scholarships, 1970
19. Colleges Represented, 1970
20. Schedule of Classes, 1970
21. Evening Programs, 1970
22. Program, Madgrical Concert, 1970
23. Program, Two-act Plays, 1970
24. Program, The Miser, 1970
25. Commencement Program, 1970
26. Commencement Address, 1970
27. Daily Crumbs, 1970

BREAD LOAF SCHOOL OF ENGLISH
1970
General Statistics

<u>Student attendance by states:</u> (according to winter address)		Total student enrollment	224
California		Men students	118
Colorado		Women students	106
Connecticut		Former students	154
Delaware		New students	70
Dist. of Columbia		Candidates for Midd. M. A.	184
Florida		Candidates for Midd. M. Litt.	20
Georgia		Pre-1966 B.A. or B.S.	126
Idaho		1966 and later B.A. or B.S.	97
Illinois		Undergraduates	1
Iowa		Number of colleges represented	148
Maine		Off-campus students	68
Maryland		Scholarship students	20
Massachusetts		1970 degree candidates	40
Michigan		Prospective 1971 M.A. candidates	43
Minnesota		Prospective 1971 M.Litt. candidates	1
Missouri			
New Hampshire		Average age of students	31
New Jersey		Median age of students	28
New York			
North Carolina		Under 21	1
Ohio		21 - 25	65
Oklahoma		26 - 30	74
Pennsylvania		31 - 35	26
Rhode Island		36 - 40	22
Tennessee		41 - 50	27
Texas		50 or more	9
Utah			
Vermont		Private school teachers	66
Virginia		Public school teachers	92
Canada		College (and j.c.) teachers	23
Brazil		Other	43
France			
Hawaii			
(28 states & D. C. represented)			
Working for 9 credits	26		
" " 6 credits	184		
" " 3 credits	4		
Auditors	10		
Number of course changes made	29		
Cancellations	44		

Bread Loaf School of English
Course Enrollment
 1970

1	Modern Literary Criticism	(Sypher)	25
5	Experiments in Writing of Poetry	(Pack)	12
7	Introduction to Theatrical Production	(Maddox)	9
11	Problems in Romanticism	(Lipking)	12
19	Chaucer	(Anderson)	18
20	Medieval Epic and Romance	(Anderson)	34
33	Baroque and Augustan Literature	(O'Loughlin)	6
34	The Novel and Techniques of Persuasion	(Gray)	25
48	Marlowe and Shakespeare	(Tayler)	26
50	Puritanism and the West in 19th C. Am. Fict.	(Bercovitch)	12
55	Poet-Critics	(Lipking)	4
58	Jeremiad Tradition in Mod. Am. Lit.	(Bercovitch)	23
60	Plays in Production	(Sharp)	18
62	Modern American Poetry	(Trachtenberg)	24
64	The Pastoral Tradition	(O'Loughlin)	11
68	The Poetry of Wit	(Tayler)	17
82	The Victorian Experience	(Sypher)	13
85	Blake	(Mrs. Tayler)	24
95	Fiction Since World War II	(Gray)	27
103	Thucydides, Aristophanes, Euripides	(Armstrong)	11
106	Hemingway and Faulkner	(Trachtenberg)	23
119	The English Novel, 1850-1950	(Price)	26
124	Acting: Theatre Games	(Book)	17
127	Dante	(Armstrong)	12
125	Independent Theatre Projects	(Theatre Staff)	10
126	Independent Projects	(Faculty)	7

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT
05753

BREAD LOAF SCHOOL OF ENGLISH

Dear Bread Loafer,

This is a familiar letter to returning Bread Loafers, but we hope it will be helpful to those who will be spending their first summer on the Mountain.

To avoid inconvenience at the opening of the School, please enclose your payment and the copy of your bill in the envelope provided and return to the Middlebury College Financial Office not later than June 24. Money orders or cashier's checks are requested, and all payments should be made to the order of Middlebury College.

In addition to your final bill, an arrival card and a medical history card are enclosed. It is important that you complete and return these two cards to the Bread Loaf Office by June 24. An envelope is provided for their return.

The Bread Loaf campus is twelve miles from Middlebury, the closest bus stop. The School taxi meets all Vermont Transit busses on registration day. There is a charge of \$1.00 for the trip. More expensive transportation by private taxi would be your responsibility. If for any reason you will arrive in Middlebury at an unscheduled time, please telephone Bread Loaf from the bus station: 388-7946. Early morning arrivals on July 1 will be transported from the Middlebury Inn to Bread Loaf at 10 a.m.

If you are traveling by car, you should turn off the main Rutland-Burlington highway (U.S. Route 7) at the junction of State Highway 125, four miles southeast of Middlebury. The Bread Loaf campus is eight miles east of this junction.

There are Greyhound or Vermont Transit busses to Middlebury from Montreal, Boston, Albany and New York City. A 10:15 express bus from New York arrives in Middlebury at 4:00 with only a lunch stop in Albany.

Mohawk Airlines has regular service from New York, Albany, Boston and Montreal to Burlington. Connection to Middlebury can be made on Vermont Transit busses.

Upon arrival at Bread Loaf you should go to the Inn Desk for your room assignment. Please read the instructions concerning registration which will be handed you by the Inn Manager and then call at the Secretary's Office to obtain your program card. This should be presented to the Treasurer in the Blue Parlor so that you may register and obtain your receipt for payment made in advance.

Lunch on Wednesday, July 1, will be the first meal served to members of the School. No rooms will be available before the morning of July 1 except for waiters and waitresses, who are expected to arrive on June 30,

and for faculty and staff. The first meeting of the School will be held at 8:15 p.m., Wednesday, July 1. Classes start at 8:30 a.m., Thursday, July 2.

Required textbooks for each course have been ordered for all students registered in that course on May 15 and will be sold at list price. Writing supplies may be purchased at the Bookstore.

The School supplies bed linen, blankets, and towels. Laundry and dry cleaning services are available, and there are washing machines and dryers on campus. Taxi service is maintained to Middlebury, where there are drug stores, banks, and Catholic and Protestant churches.

You should bring an ample supply of informal clothing for country wear, both for cool and warm weather. It is advisable to bring a top coat. It is also suggested that you bring a good flashlight.

Radios, television and hi-fi sets are not permitted in the dormitories nor are pets allowed on campus. If you must bring a pet, please make prior arrangements to have it kept off campus. The local veterinarian is Arthur E. Greiner, DVM, Middlebury Animal Hospital, Washington Street, Middlebury, Vermont 05753. Telephone: 802/388-2691.

You should instruct correspondents to address you at:

Bread Loaf School of English
Bread Loaf Rural Station
Middlebury, Vermont 05753

Express packages sent in advance should be addressed to you at the Bread Loaf School of English, Middlebury, Vermont. They will be collected from the Middlebury Office and delivered to Bread Loaf.

Not all the dormitories on the Bread Loaf campus have telephone connections, and the central office closes at 10:00 p.m. For these reasons, it is sometimes difficult to complete late-evening incoming calls expeditiously. If you expect calls, you should try to have them made before 10 o'clock, making allowances for time differential in long-distance calls. Emergency telephone messages, of course, will be delivered at any time. The Bread Loaf telephone number is 802/388-7946.

I look forward with pleasure to welcoming you to the Bread Loaf School of English. Have an easy trip.

Sincerely yours,

Mary Wold

Mary Wold (Mrs. Kenneth)
Bread Loaf Secretary

/m
enc.

BREAD LOAF SCHOOL OF ENGLISH

Preliminary Announcements -- 1970

All matters relative to your room and board, mail, and any charges you may incur (apart from the regular bill for tuition, room and board) should be referred to Mr. Ross, Front Office Manager, at the INN DESK.

Details regarding your initial registration and payment of bills, information about courses, lectures, and graduate credit should be referred to Mr. Cubeta and Miss Lillian Becker, Secretary.

REGISTRATION PROCEDURE

Students should obtain confirmation of their courses from the Secretary's Office as soon after arrival at Bread Loaf as possible. Students who have not completed registration for courses in advance should consult the Director.

Registration is not completed until a registration card, an Address List Slip, and, in some cases, an off-campus address card have been returned to the Secretary's Office. Please be sure to fill in the registration card on both sides.

A representative of the College Bursar's Office will be in the Blue Parlor on Wednesday, July 1. It is requested that all unpaid bills be attended to at this time. Receipts for bills paid in advance should also be picked up in the Blue Parlor on July 1.

All changes in courses must be made with the approval of the Director. For a change from one course to another after July 6, a charge of one dollar will be made.

OPENING NIGHT

The first meeting of the Bread Loaf School of English will be held July 1 in the Little Theatre at 8:00 p.m. Dr. Stephen A. Freeman, Director of the Language Schools, will welcome students on behalf of Middlebury College. Mr. Cubeta will confine his remarks to "World, World, O, World." An informal reception will be held in the Barn following the meeting in the Little Theatre.

MEAL HOURS

Monday--Friday

Breakfast	7:30--8:00 a.m.
Lunch	1:00--1:15 p.m.
Dinner	6:00--6:15 p.m.

Saturday--Sunday

Breakfast	8:00--8:30 a.m.
Lunch	1:00--1:15 p.m.
Dinner	6:00--6:15 p.m.

Since all the waiters and waitresses are students, it is requested that students come to breakfast promptly. In the morning the door to the dining hall will be closed at 8:00 on weekdays and 8:30 on week-ends. No one may be served breakfast after that closing time. Please do not ask the Head Waiter to make exceptions to this regulation.

BOOKSTORE

Students should purchase their texts immediately, because it is frequently necessary to order additional copies. It is not possible for students to maintain charge accounts at the Bookstore. The Bookstore is open on Registration Day. A 3% Vermont sales tax is charged on all stationery and drug items.

Stationery, notebook paper, pencils, ink, etc., may be purchased at the Bookstore, post cards at the Front Desk, and cigarettes at the Snack Bar.

BREAD LOAF PARKING REGULATIONS

Stringently enforced state laws prohibit the parking of cars on the side of the highway, and it is requested that students and guests try to keep the road clear in front of the Inn. Faculty at Maple and students at Tamarack, Brandy Brook, and Gilmore may park their cars on the lawn beside the road. All other students should use the parking space near the barn. Enforcement of this regulation will commence Wednesday, July 1.

BREAD LOAF 1970

DINING ROOM:

Dietician: Miss Lois Thorpe
Head Waiter: Mr. Alan Buster
Invitation: Sunday demi-tasse is served in the Blue Parlor after the noon meal.

MAIN DESK:

Mr. Richard Ross and Mrs. Hilde Ross, Front Office Managers
Messrs. David Cubeta and Brooks Goddard, Assistants

Weekdays and Saturdays: 8:00 a.m. -- 8:00 p.m. (Switchboard open until 10:00 p.m.)
Sunday: 9:00 a.m. -- 1:00 p.m.; 7:00--8:00 p.m. (Switchboard open until 10:00 p.m.)

POST OFFICE:

Open weekdays and Saturdays 8:00 a.m. -- 5:00 p.m. Closed Sunday.
Outgoing mail should be posted by 8:00 a.m. and 4:00 p.m.
Incoming mail is ready for distribution at 10:00 a.m. and 5:30 p.m.

LIBRARY:

Miss Ruth Pillsbury, Librarian; Miss Ara Golmon, Assistant Librarian
Weekdays: 8:15--12:45; 2:00--5:00 p.m.; 7:15--10:00 p.m.
Saturday: 9:00--12:00 noon; 2:00--4:00 p.m.
Sunday: 9:00--12:00 noon; 7:15--10:00 p.m.

The Library will be closed Saturday evening, Sunday afternoon, and during all special programs.

BOOKSTORE:

Mr. Brooks Goddard, Manager

Weekdays: 8:00--9:30 a.m.; 1:30--2:30 p.m.

Saturday: 9:00--10:00 a.m.

SNACK BAR:

Misses Julia Alvarez, Diane Iffland, Stephanie Newman, and Cheryl Smith

Daily: 8:30 a.m. -- 6:00 p.m.

6:30 p.m. -- 11:00 p.m.

CLINIC:

Mrs. Charles Paine, Nurse. Infirmary in Room 2, Birch.

Weekdays: 8:00--8:30 a.m.; 1:45--2:15 p.m.; 6:45--7:15 p.m.

Saturday: 8:30--9:00 a.m.; 1:45--2:15 p.m.; 6:45--7:15 p.m.

Sunday: 8:30--9:00 a.m.; 2:00--2:30 p.m.; 6:45--7:15 p.m.

Emergencies will, of course, be attended to at any time.

DIRECTOR'S OFFICE:

Mr. Cubeta will be on call at all times. Appointments may be made through Miss Becker.

SECRETARY'S OFFICE:

Miss Lillian Becker; Mrs. Kay Bennett

Weekdays: 8:15 a.m. -- 12:30 p.m.; 1:45 p.m. -- 3:00 p.m.

Saturday: 8:45 a.m. -- 12 noon

TAXI:

Trips are made Monday, Wednesday, and Friday afternoons. The charge is one dollar round trip, payable at start.

Leave Bread Loaf Inn at 1:45 p.m.; arrive at Middlebury 2:05 p.m.

Leave Middlebury across from Post Office at 3:45 p.m.; arrive at Bread Loaf at 4:05 p.m.

The taxi will leave both stations at the above times and cannot wait for stragglers.

DRY CLEANING AND LAUNDRY:

Information available later.

TELEPHONE:

Telegrams: incoming--use the Bread Loaf mailing address
(Bread Loaf, Vermont 05753)

outgoing--call Western Union

Telephone calls: pay stations for outgoing calls are on the first floor of the Inn at the foot of the stairs near the Bookstore and outdoors behind the Fire House.

Incoming calls for Bread Loaf residents are handled through the Middlebury exchange: (802) 388-7946, 47.

Except in emergency, please have incoming calls placed before 10:00 p.m., at which time the switchboard closes. Students should check mail boxes several times daily for messages and notices of calls, especially around meal times. This applies especially to off-campus students.

Students who are to be away should inform the main desk and leave an address or telephone number where they can be reached.

SPECIAL ATTENTION TO STUDENTS LIVING OFF CAMPUS:

Please be sure to pick up a copy of "The Crumb" (a daily news bulletin) at the main desk every day.

and, of course, welcome

BREAD LOAF SCHOOL OF ENGLISH
HEALTH SERVICES

Mrs. Alice Paine, the Bread Loaf Nurse, is in residence during the session. She can be reached at the Clinic (Birch #2) during her regular office hours: 8:00 a.m.-8:30 a.m., 1:45 p.m.-2:15 p.m., 6:45 p.m.-7:15 p.m., and will be available on call at other times during the day. If you are in need of a physician at any time during the session, Dr. George Parton, the Medical Director of the College, who has his office on the Middlebury College campus, will be available for emergency care of illnesses or accidents. He can be contacted through Mrs. Paine.

Should an emergency arise requiring the services of a physician and Mrs. Paine is not immediately available, you may contact the Porter Hospital Emergency Room (Phone 7903) where a physician, either Dr. Parton or a designated substitute, will be contacted for you. The Hospital will charge a basic Emergency Room fee for such calls. This service is to be used only when you cannot contact Mrs. Paine and cannot wait until she is available.

When the nature of a student's illness requires the continued services of a doctor, or hospitalization, or medications, the student assumes all the financial obligations involved, as his fees to the College do not cover them. In general, medications will not be dispensed. There are two pharmacies in Middlebury through which medications may be purchased as necessary. Allergy shots will be given at the Infirmary on the Middlebury College campus during morning hours by previous arrangement with Mrs. Paine.

No special diets can be arranged or provided by the dining halls. Trays from the dining hall will be authorized by Mrs. Paine.

The tuition fee includes an accident insurance policy with limited coverage. Information on this policy is provided on the attached sheet.

It is our sincere hope that your stay at Bread Loaf will be a healthy one, but if you should need medical attention you may be assured that everything possible will be done to serve you.

MIDDLEBURY COLLEGE SUMMER SESSION 1970

To Summer School Students and Faculty

We have provided a plan of accident insurance for summer school students and faculty. The plan provides medical reimbursement for the expenses arising from an accident. Reimbursement will be made up to a maximum of \$500 for each accident. The plan is broad in scope and covers all accidents, wherever the student may be, during the term of the policy.

Exclusions -- The plan does not cover: eyeglasses or hearing aids; dental treatment unless treatment is necessitated by injuries to sound natural teeth; loss caused by plastic surgery for cosmetic purposes; loss caused by war or any enemy action; loss resulting from having been in or on an aircraft unless riding as a fare-paying passenger in a passenger aircraft operated by an incorporated passenger carrier; nor any expense incurred by a student after twelve months from date of termination of the student's insurance. In the event that the insured is covered by the Automobile Medical Payments provision of a motor vehicle policy, no duplication of payments will be made for automobile claims. In such an event there will be payment of any expense up to the policy limit that might exceed the amount of medical payments applicable to the particular case.

In the event of an accident, claims should be reported directly to John C. Paige, One Boston Place, Boston, Massachusetts 02108.

The insurance, which is underwritten by The Hanover Life Insurance Company, will be effective for the periods indicated below:

Foreign Language Schools

Chinese	June 14 - August 22
Japanese	June 14 - August 22
French	June 26 - August 13
German	June 26 - August 13
Italian	June 26 - August 13
Russian	June 26 - August 13
Spanish	June 26 - August 13

Bread Loaf

English	July 1 - August 16
Writers' Conference	August 19 - September 2

Luther Van Ummersen
Comptroller

Prepared March 8, 1970

Bread Loaf School of English
Teacher Load
 1970

Anderson	52	
Armstrong	23	(+ 2 Independent Projects)
Bercovitch	35	
Gray	52	
Lipking	16	(+ 1 Independent Project)
Maddox	9	(+ 1 Independent Theatre Project)
O'Loughlin	17	
Pack	12	(+ 1 Independent Project)
Price	26	(+ 3 Independent Projects)
Sharp	18	(+ 7 Independent Theatre Projects)
Sypher	38	
Taylor	43	
Mrs. Taylor	24	
Trachtenberg	47	
Book	17	
George		(2 Independent Theatre Projects)

Mary Wold
(Cop. in Director's
Book two)

The Bread Loaf School of English

Prospective 1970 Degree Candidates (As of July 18, 1969)

Albert (S.J.), George Smith

1967	6
1968	6
1969	6
1970	6
1966 Host. Coll. SU	6 OK on ed
	<u>30</u>

Groups - OK

Undergrad. - in folder

Applic. - OK

Bellia, Francis E., Jr.

1966	6
1967	6
1969	6
1970	6
1966-67 B.U.	3 sf
1969-70 W. Adams St. C.	3 To take
(Ork. trag.)	<u>30</u>

Groups - Needs 1 crse in I.

Und. - in folder

Applic. - OK

Barnes, Kimball Montague

1966	6
1967	6
1968	9
1966-67 W. Reserve	3 OK on ed
1970	3
	<u>30</u>

Groups - OK

Undergrad. + MAT - both OK

Applic. - OK

Bennett, George Edward

1966	6
1967	6
1968	6
1969	6
1970	6
	<u>30</u>

Groups - OK

Und. - in folder

Applic. - OK

Batchelder, Nathaniel Horton, Jr.

1965	6
1967	6
1969	6
1970	6
1964 Marquette	3 PHC
1969-70 Okla. U.	3 To take
	<u>30</u>

Groups - Needs 1 crse in II; one
in IV.

Und. - in folder; Iowa M.A. sf

Applic. - OK

Brasil, Dale Anthony

1967	6
1968	6
1969	6
1970	6
1965 S.F. St. Coll.	1 OK on ed
1965 Vitchburg St. C.	5 "
	<u>30</u>

Groups - Needs 1 crse in II; 1 in III.

Und. - in folder

Applic. - OK

Beehler, Carl Edward

1966	3
1967	6
1969	6
1970	6
1968 Oxford U.	6 OK on ed
1969-70 Ind. Study	3 Holland
	<u>30</u>

Groups - OK

Und. + M.Bus.Ed. - in folder

Applic. - OK

Brvant, Miles Taft

1967	6
1968	9
1969	6
1970	6
1964-65 U. of Minn.	6 OK on ed (at Midd
	<u>33</u> ?)

Groups - OK

Und. - at Midd.?

Applic. - OK

1970 Degree Candidates - 2

Shaunover, Marcia Gail

1967	6
1968	6
1969	6
1970	6
1968-69 S.U.N.Y.	3 sf
(Folk ballads)	
1969-70 Cal. St. C.	3 To take
	<u>30</u>

Groups - Needs 2 crses in II.
Und. - in folder
Applic. - OK

Graig, Lois Marie

1962	4
1965	6
1966	6
1968	6
1980	6
1969-70	3 To take
	<u>31</u>

Groups - Needs 1 crse in III.
Und. + M.A. - both OK
Applic. - OK

Dacey, Richard Jarleth

1967	6
1968	3
1969	6
1970	6
1969-70 Ind. Study	3
1969 Salem St. C.	3 OK on od
1969-70 Salem?	3 To take
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Day, John Patrick

1967	6
1968	6
1969	6
1970	6
1965-68 Bost. Coll.	3 OK on od
1966 Harvard Theol.	3 "
	<u>30</u>

Groups - Needs 1 crse in IV.
Und. + M.A. - in folder
Applic. - OK

Drasok, Jane Emilia (Baiko by 9/6/69)

1967	6
1968	6
1969	6
1970	6
1969-70 Trinity	6 To take
	<u>30</u>

Groups - Needs 1 crse in II; 1 in III.
Und. - in folder
Applic. - OK

Duhrenil, Margaret Helen

1967	6
1968	6
1969	6
1970	6
1969-70 Stanford	6 To take
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

Evans, Elaine Evelynne

1964	6
1967	6
1968	6
1968-69 U. of Montreal	6 To take
1970	6
	<u>30</u>

Groups - Needs 1 crse in III.
Und. - in folder
Applic. - OK

Fresh, Patricia Vellinea

1967	6
1968	6
1969	6
1970	6
1969-70 Another crse or	
Ind. Study	3
1969-70 U. of Ma.	3 To take
	<u>30</u>

Groups - Needs 2 crses in II.
Und. - in folder
Applic. - OK

1970 Degree Candidates - 3

Frothingham, David Alden

1966	6
1967	6
1968	6
1969	6
1970	6
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Gaillard, Theodore Lee, Jr.

1967	6
1968	6
1969	6
1970	6
1966 Harvard	6 OK on ed
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Glasier, Betsy A.

1967	6
1968	6
1969	6
1970	6
1969-70 Plym. St. C.	6 To take
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

Haiko, Vincent William

1967	6
1968	6
1969	6
1970	6
1969 Trinity	3 af
(Sem. in Frost)	
1969-70 Trinity	3 To take
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Honan, Penelope Lee

1967	6
1968	6
1969	6
1970	6 - 9?
1967 U. of Mass.	3 OK on ed
1969-70 (East.)	3 To take?
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

Hopkins, Howard

1966	6
1968	6
1969	6
1970	6
1969-70 Ind. Study	3
1966-67 McGill	3 af
	<u>30</u>

Groups - Needs 1 crse in IV.
Und. - Sir Geo. Wms. - took to send
back for seal.
Applic. - OK

Howard, Edward Douglas, III

1967	6
1968	6
1969	6
1970	6
1965 Canisius	6 OK on ed
	<u>30</u>

Groups - Needs 1 crse in III.
Und. - in folder
Applic. - OK

Jacobs, William Orris

1966	6
1967	6
1969	6
1970	6
1969-70 Montclair St.	6 To take
	<u>30</u>

Groups - Needs 1 crse in III; 1 in IV.
Und. - in folder
Applic. - OK

1970 Degree Candidates - 4

Johnson, Walter

1965	7
1966	6
1969	6
1970	6
1969-70 U. Mass.	6 To take
	<u>31</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

MacKerron, Dwight Hudson

1967	6
1968	6
1969	6
1970	6
1967-70 Newton Prog.	6
	<u>30</u>

Groups - Needs 1 crse in II; 1 in III.
Und. - will send
Applic. - OK

Jones, Donald Everett

1967	6
1968	6
1969	6
1970	6
1965-68 U. Del.	6 OK on ed
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Miana, Joseph

1967	6
1968	6
1969	6
1970	6
1969-70 U. of Vt.	6 To take
	<u>30</u>

Groups - Needs 2 crses in III.
Und. - in folder
Applic. - OK

King, Frances Hall

1934	6
1958	6
1963	6
1969	6
1970	6
	<u>30</u>

Groups - OK
Und. + M.A. - no
Applic. - OK

Molan, John Arthur

1967	6
1968	6
1969	6
1970	6
1966-68 Ind. St. U.	6 OK on ed
	<u>30</u>

Groups - OK
Und. + M.A. - in folder
Applic. - OK

Kraenensky, Robert Richard

1967	6
1968	6
1969	6
1970	6
1967-68 Fordham	6 OK on ed
	<u>30</u>

Groups - Needs 1 crse in III.
Und. - sf
Applic. - OK

O'Neil, Kathleen

1966	6
1967	6
1968	6
1969	6
1970	6
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

1970 Degree Candidates - 5

Owens, Sheryl A.

1967	6
1968	9
1969	6
1970	9
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

Richardson, Nell Aycock

1967	6
1968	6
1969	6
1970	6
1969-70 J. Hopkins	6 To take
	<u>30</u>

Groups - Needs 2 crses in II.
Und. - in folder
Applic. - OK

Paradis, George

1967	6
1968	6
1969	6
1970	6
1969-70 U. of Mo.	6 To take
	<u>30</u>

Groups - Needs 1 crse in I;
1 in III.
Und. - in folder
Applic. - OK

Schneider, Margery Arzonico

1967	6
1968	6
1969	6
1970	6
1967Sp U. of Mo.	3 OK on ed
1968P "	3 "
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

Peser, Mary Elizabeth

1966	6
1968	6
1969	6
1970	6
1966Sp S.U.N.Y.	af (Hist. lang.)
1967SS U. of Col.	7/4 OK on ed
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Schoffetall, Peter H.

1965	7
1966	9
1969	6
1970	6
1969-70 Ind. Study	3
	<u>31</u>

Groups - Needs 1 crse in III; 1 in IV.
Und. - in folder
Applic. - OK

Richardson, James Milton, III

1965	6
1967	6
1968	6
1969	6
1970	6
	<u>30</u>

Groups - OK
Und. - in folder
Applic. - OK

Stubbs, Muriel

1967	6
1968	6
1969	6
1970	6
1966SS Lamary St. C.	6 OK on ed
	<u>30</u>

Groups - Needs 1 crse in II.
Und. - in folder
Applic. - OK

1970 Degree Candidates - 6

Sditky, David

1968	6
1969	9
1970	9
1965-68 U. of Mass.	6 in folder
	30 Mod. poetry=
	III or IV?

Groups - Needs 2 crse in II;
1 in III.

Und. - in folder

Applic. - OK

White, L. Lucille

1965	7
1966	6
1968	3
1969	6
1970	3
1961 & 69 U. of Vt.	6 OK on ed
	31

Groups - OK

Und. + M.Ed. - in folder

Applic. - OK

True, Jean

1965	7
1968	6
1969	6
1970	6
1965-66 U. of Vt.	3 OK on ed
1967-68 "	3 "
	31

Groups - Needs 1 crse in II.

Und. - in folder

Applic. - OK

Vigliore, George T.

1967	6
1968	6
1969	6
1970	6
1964-68 B. U. (Chaucer)	3 of
1969? " or Simmons	1 To take
	30

Groups - Needs 1 crse in II
(Chau. if OK); 1 in IV.

Und. - in folder

Applic. - OK

West, John Herbert

1966	6
1967	6
1968	6
1969	6
1970	6

Groups - OK

Und. - in folder

Applic. - OK

Bread Loaf School of English
1970
Candidates for Master of Letters

(20)

Jean Baker

Ann Barker

Patricia Bennett

James Brodie

Janet Buss

Charles Coffin

Christina Deimezis

Linda Felch

Duro Ganotzi

Sister Maureen Griffin

Mary Joslyn

James Lyons

Herbert Martin

Robert Mellow

John O'Brien

Margaret Russell

Suzanne Sheffer

Elizabeth Wahlquist

Nancy Wright

Donald Wodock

BREAD LOAF SCHOOL OF ENGLISH
Prospective 1971 Degree Candidates
(As of July 31, 1970)

Carl Edward Beehler	John William King
Michael Jerrold Bennett	Marilyn Mae Kudell
Margaret Mary Boyle	Langdon Frothingham Lombard
John Brillhart	Ann Cousland Lowe
Walter Alan Buster	Donald Albert MacLean
Johnstone Campbell (in absentia)	Margaret Ann McMillin
Pamela Elizabeth Campbell (in absentia)	Louis Geza Megyesi
Standrod Tucker Carmichael	Joseph Miana (Feb. 1971?)
Georgia Skehan Carrington	Leslie Colin Moore
Audrey Cooke	Hunter Pope Mulford
Dom Degnon, Jr.	Robert August Murken
John Elder Dick	Peter Ross Pelletier
Margaret Hall Dunn	Robert Lewis Reddinger
Jacob Dunnell	Laura Emily Scaife
Jean Marshall Eaton	Carol M. Shaw
Elaine Evelyne Evans	Maria Teesch, C.N.D.
Betsey A. Glazier	Clyde Edwin Tressler, Jr.
Jane Drazek Haiko	George T. Vigliorolo
Vincent William Haiko	Jeffrey Brian Walker
Nancy L. Harley	Janet Lothian Bußs (M. Litt.)
Diane Marie Hudson (nee Fermoyale)	
Kenneth William Jones	
Antoinette Elizabeth Jugon	
Frances Hall King (in absentia)	

The Bread Loaf School of English

Atwood, Calvin
Abbott, Lawrence
Akins, Mildred
Bailey, Elizabeth
Barry, Kathleen
Bassett, George
Brayshaw, Gary
Brodie, A. James
Bury, Rosemary
Buskey, Paula
Buxton, Bruce
Caliri, Sister Leah
Cassavaugh, Raymond
Churchill, Philip
Coffin, Charles
Curran, Diann
Daly, Sister Marguerite
DePeter, Thomas
Diefendorf, Dennis
Dyer, Mary E.
Drewes, Susan
Fleming, John
Foley, Ivan, S. J.
Ganotzi, Duro
Gompel, Anny-Laurence
Goupee, Anthony
Hardison, Janice

First-year Students - 1970

Hearn, Cynthia
Hegarty, Charles
Heinzelman, Kurt
Henigin, Patricia
Heventhal, Charles
Ide, Richard
Jackson, Margaret
Jackson, Richard
Joslin, Richard
Kane, James, S. J.
Kirk, Linda
Kleinschmidt, Beatrice
Laqua, Mary Ann
Lyman, John
Lyons, James
Mailer, Andrew
Manganelli, Raymond
Marsters, David
Masse, Ann
Miyama, Nobuko
Morris, John
Muller, William
O'Brien, John C.
Owen, Meredith
Petry, Sheila
Phillips, Robert
Purdy, William

1970 First-year Students - 2

Randall, Elizabeth

Riley, William

Rinehart, Gerald

Roby, Peter

Ryder, Adrienne

Shapiro, Myra

Shea, Kathleen

Smith, Suzanne

Smyth, Christina

Smyth, William

Thompson, Sue Ellen

Weis, Sister Monica

Wentink, Andrew

Witteman, Paul

Woodward, Thomas M.

Yokota, Michiko

Students Taking Three Courses (9 credits)
1970

(26)

Jean Baker
Francis Bellizia
Michael Bennett
Mrs. Patricia Bennett
John Boynton
Stanford Carmichael
Georgia Carrington
Raymond Cassavaugh
Audrey Cooke
Richard Dacey
Don Degnon
Joy Divine
Sister Maureen Griffin, S.N.D.
Kurt Heinzelman
Penelope Homan
Walter Johnson
Linda Kirk
Herbert Martin
Louis Magyesi
Leslie Moore
Sheryl Owens
Margaret Russell
David Switky
Sister Maria Teesch
Jeffrey Walker
Sister Stefanie Weisgram

Bread Loaf School of English

Auditors - 1970

(10)

Ann Barker

Tom Behr

Charles Heventhal

Charles Hopkins

Richard Ide

Frederic Neilson

Mamie Oliver

Louise Stokes

Thankful Wilson

Ruth Wood

VETERANS
1970
Bread Loaf School of English

(15)

John Boynton

Gary Brayshaw

John Brillhart

David Cobb

Edward Darling

Dom Degnon

Jacob Dunnell

David Frothingham

Edward Howard

John Scott Kerr

Roy Minich

John Nolan

Christopher Norris

Peter Roby

Paul Witteman

BREAD LOAF SCHOOL OF ENGLISH

1970

Waiters

Lawrence Abbott

Linda Bliss

Judith Brown

Alan Buster

Kathleen Buster

Jamie Cully

Philip Churchill

Dennis Diefendorf

Nancy Harley

Richard Jackson

Margaret Jackson

Courtney Keller

Linda Kirk

Herbert Martin

William Mygdal

Meredith Owen

Mary Pesez

William Riley

Cabell Tutwiler

Andrew Wentink

Georgia Zaveson

Elizabeth White

BREAD LOAF SCHOOL OF ENGLISH

Scholarships - 1970

Pamela Campbell

Philip Churchill

Dennis Diefendorf

Michael Hadlock

Mary Jo Hoover

John Scott Kerr

Barbara Knowlton (Class of 1969)

Peter H. LeVar

David Manley (Class of 1969)

David Marsters

Herbert Martin

Louis Megyesi (Reginald-Juanita Cook Scholar)

Robert Reddinger

Nell Richardson

Margery Schneider

Kathleen Shea

Jeffrey Walker

Stefanie Weisgram

Thomas Behr

Kenneth Jones

BREAD LOAF SCHOOL OF ENGLISH
1970
Colleges Represented

(148)

Aberdeen Univ. - 1	Dartmouth - 8
Abilene Christian Coll. - 1	Davidson - 2
Alfred Univ. - 1	Denison - 1
American Univ. - 1	Dickinson - 1
Amherst - 1	Duke - 1
Assumption - 1	East Carolina Univ. - 2
Baldwin-Wallace - 1	Edinboro St. Coll. - 1
Barnard - 1	Elmira - 1
Bishop's Univ. - 1	Emmanuel Coll. - 2
Boston Coll. - 4	Emory Univ. - 1
Boston Univ. - 2	Emory and Henry - 1
Bowdoin - 1	Fairfield Univ. - 1
Brigham Young Univ. - 1	Fairleigh-Dickinson - 1
Brown Univ. - 1	Farmington St. Coll. - 1
Canisius Coll. - 1	Fordham - 1
Carlow Coll. - 1	Framingham St. - 1
Castleton St. Coll. - 1	George Washington Univ. - 1
Catholic Univ. - 1	Georgetown - 1
Chico St. Coll. - 1	Gettysburg Coll. - 1
Colby Coll. - 3	Goddard - 2
Colgate - 1	Hamilton Coll. - 1
Coll. of St. Benedict - 1	Harvard - 6
Columbia Coll. - 1	Hillsdale Coll. - 1
Connecticut Coll. - 1	Hollins - 1
Cornell - 1	Holy Family Coll. - 1
Curry Coll. - 1	Hood Coll. - 1
Dakota Wesleyan - 1	Indiana Univ. - 1

Colleges Represented - 2

Iowa St. Univ. - 1	Rollins Coll. - 1
Keene St. Coll. - 3	Rutgers - 1
Kenyon - 1	St. George Williams - 2
Keuka - 1	St. Michael's Coll. - 1
Knox - 1	St. Paul's - 1
Kutztown St. - 1	Salve Regina - 1
Lake Forest Coll. - 2	Seton Hall Univ. - 1
Lawrence Univ. - 1	Shippensburg St. Coll. - 3
Marymount - 1	Siena - 1
Merrimack Coll. - 3	Simmons - 1
Middlebury - 13	Skidmore - 1
Montclair St. Coll. - 1	Smith - 2
Mount Holyoke - 4	Southern Connecticut St. Coll. - 2
Mt. St. Joseph - 1	Sorbonne - 1
Mt. St. Mary - 2	Spring Hill Coll. - 2
Nazareth Coll. of Rochester - 1	Stanford - 2
North Adams St. Coll. - 1	SUNY Buffalo - 1
Northwestern Univ. - 4	SUNY Oneonta - 1
Oberlin - 2	SUNY Oswego - 2
Ohio Wesleyan - 1	SUNY Plattsburgh - 1
Oklahoma Univ. - 1	SUNY Potsdam - 1
Our Lady of Angels - 1	Susquehanna Univ. - 1
Oxford - 1	Tarkio Coll. - 2
Plymouth St. Coll. - 1	Tokyo Univ. - 1
Princeton - 4	Towson Coll. - 1
Radcliffe - 1	Trinity Coll. - 1
Rhode Island Coll. - 1	Tufts - 1
Roberts Wesleyan Coll. - 2	UCLA - 1
	Univ. of Bridgeport - 1

Colleges Represented - 3

Univ. of Chattanooga - 1	Washington and Lee - 1
Univ. of Chicago - 1	Wellesley - 1
Univ. of Connecticut - 2	Wesleyan - 1
Univ. of Denver - 1	Westchester St. - 1
Univ. of Georgia - 1	Westminster Coll. - 1
Univ. of Guanabara - 1	Wheaton - 1
Univ. of Houston - 1	Wheelock - 1
Univ. of London - 1	Williams - 1
Univ. of Maine - 1	Wooster - 1
Univ. of Maryland - 1	Yale - 2
Univ. of Massachusetts - 3	
Univ. of Michigan - 1	
Univ. of Minnesota - 1	
Univ. of Missouri - 1	
Univ. of New Hampshire - 1	
Univ. of North Carolina - 2	
Univ. of Houston - 1	
Univ. of Pennsylvania - 1	
Univ. of Sacred Heart, Tokyo - 1	
Univ. of St. Thomas - 1	
Univ. of Texas - 1	
Univ. of Toledo - 1	
Univ. of Vermont - 7	
Univ. of Western Ontario - 2	
Univ. of Wisconsin - 3	
Vanderbilt - 1	
Vassar - 3	
Washington Coll. 1	

1970 SCHEDULE of CLASSES

Except as indicated, all classes will be held in the Barn. Please cooperate with our request that there be no smoking in the classrooms.

8:30

11	Problems in Romanticism	Mr. Lipking	Room 3
19	Chaucer	Mr. Anderson	Room 6
58	The Jeremiad Tradition in Mod. Amer. Lit.	Mr. Bercovitch	Room 1
82	The Victorian Experience	Mr. Sypher	Room 2
127	Dante	Mr. Armstrong	Room 4

9:30

34	The Novel and Techniques of Persuasion	Mr. Gray	Room 1
60	Plays in Production	Mr. Sharp	Little Theatre
62	Modern American Poetry	Mr. Trachtenberg	Room 2
64	The Pastoral Tradition	Mr. O'Loughlin	Room 3
68	The Poetry of Wit	Mr. Tayler	Room 6

10:30

1	Modern Literary Criticism	Mr. Sypher	Room 2
20	Medieval Epic and Romance	Mr. Anderson	Room 1
50	Puritanism and the West in 19th-C. Amer. Fict.	Mr. Bercovitch	Room 4
55	Poet-Critics	Mr. Lipking	Room 5
85	Blake	Mrs. Tayler	Room 6
103	Thucydides, Aristophanes, Euripides	Mr. Armstrong	Room 3

11:30

7	Introduction to Theatrical Production	Mr. Maddox	Little Theatre
33	Baroque and Augustan Literature	Mr. O'Loughlin	Room 5
48	Marlowe and Shakespeare	Mr. Tayler	Room 6
95	Fiction Since World War II	Mr. Gray	Room 1
106	Hemingway and Faulkner	Mr. Trachtenberg	Room 2

Mon.-Tues.-Thurs. 2:00-3:30

124	Acting: Theatre Games	Mr. Book	Room 1
-----	-----------------------	----------	--------

Tues.-Thurs. 2:00-4:15

5	Experiments in the Writing of Poetry	Mr. Pack	Room 5
119	The English Novel, 1850-1950	Mr. Price	Room 6

THE BREAD LOAF SCHOOL OF ENGLISH

Program for the 1970 Session

Monday, July 13	A. Bartlett Giamatti Associate Professor of English, Yale "Milton and the European Epic"	Little Theatre, 7:30 P.M.
Monday, July 20	A. Walton Litz Professor of English and Director of Graduate Studies, Princeton The Elizabeth Drew Memorial Lecture "The Waste Land Fifty Years After"	Little Theatre, 7:30 P.M.
Thursday, Friday, Saturday, July 23, 24, and 25	Eugene Ionesco's <u>The Chairs</u> and <u>Victims of Duty</u> A Student Workshop Production	Little Theatre, 8:30 P.M.
Monday and Tuesday, July 27 and 28	Martin Price Professor of English and Chairman of the Department of English, Yale The Robert Frost Lectures "Towards a Theory of the Novel: I. Realism and Relevance II. The Emergence of Form"	Little Theatre, 7:30 P.M.
Thursday, Friday, Saturday, August 6, 7, and 8	Moliere's <u>The Miser</u>	Little Theatre, 8:30 P.M.
Monday, August 3 Saturday, August 15	Robert Pack - Poetry Reading Commencement Exercises	Barn, 7:30 P.M. Little Theatre, 8:30 P.M.

A PROGRAM OF MADRIGALS AND CATCHES

BY

THE BREAD LOAF MADRIGAL CONSORT

Tuesday, August 11, 1970, 7:30 P.M.

E. Thomas Behr, Director

I

Sing we and chant it
Chairs to mend
Ah Robyn
Come Again

Thomas Morley (1557-1603)
William Hayes (1706-1777)
William Cornysh (died c. 1523)
John Dowland (1562-1626)

II

We be three poor mariners
Rest, sweet nymphs
Matona, lovely maiden
Ah, could my eyes behold thee

Thomas Ravenscroft (1592?-1635?)
Frances Pilkington (? - 1638)
Orlando di Lasso (1532-1594)
Orlando di Lasso

III

I gave her cakes
Hark, all ye lovely saints
April is in my mistress' face
My heart doth beg you'll not forget

Henry Purcell (1659-1695)
Thomas Weelkes (1578- ?)
Thomas Morley
Orlando di Lasso

IV

Now is the month of maying
I go before my darling
Flora gave me fairest flowers
The silver swan

Thomas Morley
Thomas Morley
John Wilbye (1574-1638)
Orlando Gibbons (1583-1625)

V

In these delightful pleasant groves
O my heart
Say, love, if ever thou didst find

Henry Purcell
King Henry VIII (1491-1547)
attr. to Slyly Wypher (1660-1564)

THE BREAD LOAF SCHOOL of ENGLISH

Presents

Acknowledgments for THE CHAIRS

Chairs: Courtesy of Mr. A.G.M. Clark, Blueberry Hill

Hairpiece: Courtesy of Marge Boyle

THE CHAIRS

and

VICTIMS of DUTY

by

Eugene Ionesco

Bread Loaf Little Theatre

Thursday, Friday, Saturday

July 23, 24, 25, 1970

8:30 P.M. Curtain

THE CHAIRS

Old Man	James Richardson
Old Woman	Jean Baker
Orator	Miles Daley

.

Director - Herbert Meyer
Stage Manager - Miles Daley
Rehearsal Assistant - David Hunting

VICTIMS of DUTY

Choubert	Herman George
Madeleine	Lisa Stokes
Detective	Ned Hopkins
Nicholas	Eric Diefendorf
The Lady	Elizabeth White
TV Cameraman	Jerry Thompson
Mallot with a t	

.

Director	David Manley
Stage Manager	Filis Meyer

Theatre Staff

Production Advisor	Stephen Book
Technical Advisor	Douglas Maddox
Production Co-ordinator	Dorothy Kuryloski
Costume Co-ordinator	Herman George
Technical Assistants	Johnstone Campbell Robert Murken Peter Schoffstall Jean True

Student Production Staff

Designer-Technical Director John Boynton
Production Stage Manager Filis Meyer
Costumes Jean Eaton
Lighting Bill Muller, Head Rachel Clark, Duro Ganotzi, Peter Price
Properties Mary Hambleton, Head Sister Marguerite Daly, Kitty Knight Lizzy Trachtenberg, Elizabeth White
Sound Bert MacLean
Set Construction and Painting Bill Clough, Head Ed Darling, Stephie Newman, Chris Norris, Lizzy Trachtenberg
Special Effects Zev Trachtenberg, Head Diana Iffland, Stephie Newman, Art Sharp
Make-up Sister Monica Weis, Head Judy Brown, Mary Pesez, Laura Scaife

CREWS

Construction David Frothingham, Head
Frank Bellizia, Assistant
Peggy Lyons, Bob Phillips

Costumes Linda Felch, Head
Construction Gabriel Barra, Pamela Campbell
Alice Paine, Hildie Ross
Rachel Clark, Joan Werhan
Elizabeth Wilcox, Thankful Wilson

Painting Joy Divine, Head
Nancy Davis, Joanne Lipking, Vivian Lowenstein
Mary Price, Peter Price, Shirley Sharp
Betty Trachtenberg, Louise Wagner, Dorothy Wilhelm

Lights Donald Jones, Head
Margaret Dunn, Maggie McMillin
Bruce Moseley, Kathleen O'Neil
Robert Phillips, Arthur Sharp

Properties Rosemary Bury, Head
Marcia Chauncey
Courtney Keller
Lizzy Trachtenberg

Make-up Cynthia Hearn, Head
Judy Brown, Betsy Hood
Mary Pesez, Laura Scaife
Monica Weis

House Betsey Glazier, Tony Jugon

* * * * *

Furniture courtesy of Mr. and Mrs. Ray Churchill

THE BREAD LOAF SCHOOL OF ENGLISH

Presents

THE MISER

By

Molière



Bread Loaf Little Theatre

Thursday, Friday, Saturday

August 6, 7, 8, 1970

Madrigal Singers - 8:00 P.M.

8:30 Curtain

CAST
(in order of appearance)

Valère	George Bassett
Élise	Meg Jacobs
Cléante	John Magee
Harpagon	Charles Heventhal
La Flèche	Herbert Martin
Jacques	Hunter Mulford
Simon	Charles Coffin
Frosine	Janet Buss
Dame Claude	Mary Ann Laqua
Brindavoine	Zev Trachtenberg
La Merluche	Zev Trachtenberg
Mariane	Susan Drewes
Officer	Andrew Wentink
Clerk	Cabell Tutwiler
Anselm	Duro Ganotzi
Musicians	Hunter Mulford Diana Iffland Stephanie Newman

.

Ten-minute intermission between acts

PRODUCTION STAFF

Director	William L. Sharp
Designer-Technical Director	Douglas R. Maddox
Costume Designer	Herman George
Production Co-ordinator	Dorothy Kuryloski
Stage Manager	Gerry Schneider
Technical Assistants	
Costumes	Jean True
Construction and Lights	Johnstone Campbell
	Robert Murken
	Peter Schoffstall
Assistant Stage Manager	Maggie McMillin

.

The Bread Loaf Madrigal Consort, directed by
E. Thomas Behr, consists of faculty, students,
staff, and friends.

MIDDLEBURY COLLEGE

The Bread Loaf School of English

FIFTY FIRST SESSION

Commencement Ceremony



THE LITTLE THEATRE

SATURDAY, AUGUST 15, 1970

8:30 P. M.

PROGRAM

Processional

Introduction of the Commencement Speaker

PAUL M. CUBETA

Director, Bread Loaf School of English

Commencement Address

PAUL EDWARD GRAY

*Assistant Professor of English
and*

*John Witherspoon Bicentennial Preceptor,
Princeton University*

Conferring of the Master of Arts Degrees

Selections by the Bread Loaf Madrigalists

Address to the Class of 1970

JAMES I. ARMSTRONG

President, Middlebury College

Recessional

Candidates for the Degree of Master of Arts

GEORGE SMITH ALBERT, S.J.
KIMBALL MONTAGUE BARNES
NATHANIEL HORTON BATCHELDER, JR.
FRANCIS E. BELLIZIA, JR.
GEORGE BENNETT
DALE ANTHONY BRAZIL
MARCIA GAIL CHAUNCEY
LOIS MARIE CRAIG
RICHARD JARLETH DACEY
JOHN PATRICK DAY
MARGARET HELEN DUBREUIL
MARJORIE MARY DUNDAS
PATRICIA VELLINES FRECH
DAVID ALDEN FROTHINGHAM
THEODORE LEE GAILLARD, JR.
MAUREEN KATHERINE GRIFFIN, S.N.D.
PENELOPE LEE HOMAN
ELIZABETH MARSHALL HOOD
HOWARD HOPKINS
EDWARD DOUGLAS HOWARD, III
WILLIAM ORRIE JACOBS
WALTER JOHNSON
DONALD EVERETT JONES
ROBERT RICHARD KRASNANSKY
DWIGHT HUDSON MACKERRON
WILLIAM KARL MYGDAL
JOHN ARTHUR NOLAN
KATHLEEN O'NEIL
SHERYL A. OWENS
GEORGE PARADIS
MARY ELIZABETH PESEZ
JAMES MILTON RICHARDSON, III
NELL AYCOCK RICHARDSON
MARGERY ARZONICO SCHNEIDER
PETER H. SCHOFFSTALL
MURIEL STUBBS
~~DAVID SWITKEY~~
JEAN TRUE
JOHN HERBERT WEST
L. LUCILLE WHITE

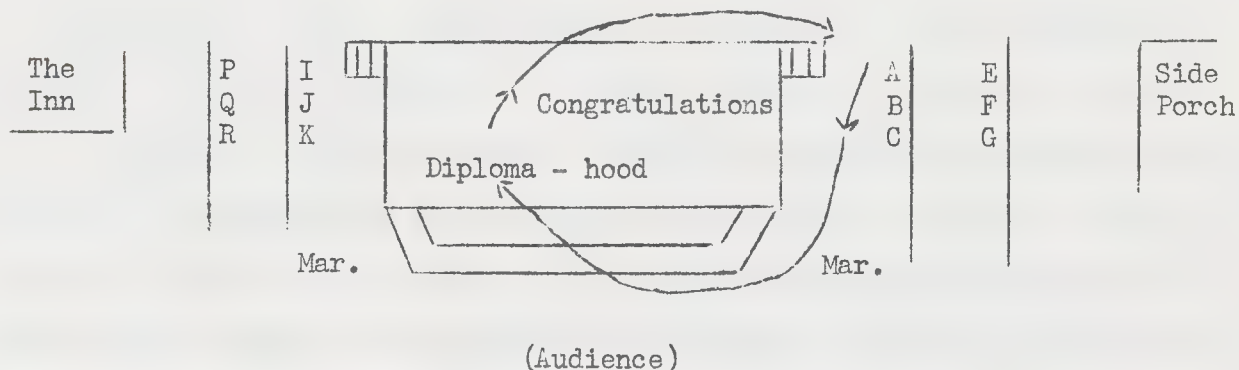
BREAD LOAF COMMENCEMENT 1970

1. At 6:15 the graduates meet in the Blue Parlor, where they are joined by the faculty and escorted into the dining room.
2. Immediately after the banquet, officers of the College robe in the Director's and Secretary's offices; faculty, in Maple or Treman; graduates, in the Blue Parlor.
3. The procession forms on the porch outside the Blue Parlor. Mr. Furey assists in establishing the line of march. Faculty and officers of the College form behind President Armstrong and Mr. Cubeta. Graduates form in alphabetical order behind the marshalls, A-H on the right and J-Z on the left.

(In case of rain, officers of the College and faculty will robe in the Little Theatre office; graduates will robe in the costume and make-up rooms.)
4. As the graduates approach the seats, the marshalls will stand by each row of chairs until it is filled. Both faculty and students remain standing until everyone has reached his seat. At the signal of the Director, men uncap and everyone is seated.
5. After the ceremony, students should return their regalia unboxed to the bookstore and fill out a card to indicate they have done so. Faculty may return their regalia to Treman.

The Program

1. Introduction of the Commencement speaker.
2. The Commencement Address.
3. Presentation of the graduates to President Armstrong.
The class rises at the request of the Director. Men in the graduating class cap.
4. President Armstrong bestows the degree of Master of Arts upon the members of the class. The class is then seated at a nod from the Director. Men and women uncap for the rest of the ceremony.
5. As the Director calls the name of each graduate, he stands and comes forward onto the thrust stage to face the President, who presents him his diploma and congratulates him. During this time he is hooded by a faculty member. Next he steps toward the Director and then turns to the faculty member for their congratulations, leaves the thrust stage by the upstage stairs, and returns to his seat.



6. After the degrees have been conferred, the Class President comes forward for brief remarks.
7. The Madrigalists then come to the front of the thrust stage to present their selections.
8. The President's address to the class.
9. With the playing of the recessional, all members of the academic procession rise and cap. President Armstrong and Mr. Cubeta lead the officers of the College and the faculty out of the Theatre onto the West Lawn. The marshalls then lead the graduates to the West Lawn, where the ceremonies conclude with greetings and congratulations.

The Bread Loaf School of English

COMMENCEMENT ADDRESS

Paul Edward Gray

August 15, 1970

SEEING DOUBLE AT THIRTY

President Armstrong, Dr. Freeman, Dr. Cubeta, members of the Class of 1970, faculty and students of the Bread Loaf School of English, ladies and gentlemen:

Winston Churchill once described Clement Atlee as "a modest man who has a great deal to be modest about." My deep gratitude to the members of the Class of 1970 for inviting me to participate in this ceremony is tempered only by the fear that my address will demonstrate conclusively how much I have to be modest about.

Last spring I faced a serious dilemma. My thirtieth birthday approached, and neither fasting nor prayers nor tears nor promises to lead a better life served to forestall that dread event. Amid the lugubrious thoughts that flapped through my consciousness on the day itself was one that I would like to impose on you this evening, both because you are a captive audience and because this thought and the train of reflections that drag behind it have some bearing on the study and teaching of literature in the United States, year 1970, a subject that may be of some interest to our degree candidates and to the Bread Loaf community.

It occurred to me, not for the first time but with renewed force as I stared at the conflagration atop my birthday cake, that the accident of my age makes me a reasonably young teacher and a reasonably old student, an uncomfortable role to possess when the growing hostility between my elders and my juniors approaches the stage of ultimatums and open warfare. It is remotely possible that teachers my age can understand both groups better than these groups can understand each other, that we can at least lend notional assent to the contradictory claims made by both sides on our loyalty, and I am not certain whether this double vision

blurs the image or whether it gives the image a clarifying dimension.

On my right I see the forces representing the traditional ideals and convictions of the profession in which I myself was trained. To a large extent I share these ideals and convictions. I do not question the value of research and scholarship; I admire and wish to emulate the compassionate yet objective study of literary texts; I believe that criticism is a worthwhile intellectual discipline that can be learned only by training, study, and hard work. I also believe that a teacher is, by definition, a person possessing knowledge that other people wish to acquire and that it is the teacher's obligation to effect this transmission of knowledge with all the honesty and humanity at his disposal.

That these ideals seldom survive untarnished the journey from theory to practice does not shake my faith in their validity; it is the fate of ideals to be bruised in their commerce with the world. The great disparity between academic pretensions and the seedier academic reality has been an inviting target of satire and ridicule since the time of Aristophanes, and I can laugh at works that emphasize this disparity without feeling that my laughter in any way discredits the goals that my profession so frequently abuses. I may even remember that a full enjoyment of works attacking the academy depends on skills acquired within the academy.

My reluctance to man with rabid zeal the battlements on my right does not stem from the human failings and foibles of the teachers within it. Nor am I unduly disturbed by my profession's willingness to mingle its own standards with those of society at large in return for a living wage and a dose of prestige; an educational institution and those sheltered within it must often test the strength of their principles by the strain of compromise. What does trouble me profoundly is the eagerness of many teachers to reap the rewards and comforts of compromise while refusing to admit any share of responsibility for the consequences of that

compromise, consequences that are now, I think, clearly, violently on view throughout American higher education.

It is one thing to possess interest in and some knowledge of a subject, such as an area of English or American literature, and to offer to share that knowledge with others who possess similar interests; it is quite another thing to participate in a system that makes the acquisition of one's knowledge by others a prerequisite to their acquisition of extraneous rewards, rewards that can be obtained through that system in no other manner. The first case--a voluntary relationship between teacher and student based on mutual interests--is the ideal whose occasional realization makes teaching one of the most satisfying experiences that a man can have. The second case--an involuntary relationship between teacher and student based on guarded self-interests--is the far more frequent reality in American education, and this reality places the teacher of literature in a difficult, not to say untenable, position.

This blending of educational and social requirements is not, of course, a new development, nor is it, in my opinion, intrinsically wrong, as long as higher education is only one of many roads that a society holds open for the passage of its young from adolescence to maturity. The recent spectacular growth of advanced education in this country, however, has had the unfortunate effect of closing other roads, of making some certified level of scholarly ability, or a reasonable facsimile thereof, the only significant initiation rite into the society at large. When this happens, education shades imperceptibly into indoctrination, and those who are being indoctrinated sense this alteration before their teachers do.

I suppose we should be pleased that more money is spent on education in America than on any other activity except defense. Such vast expenditures can be seen as a reassuring evidence that our rough-hewn culture has finally recognized the glories of intellectual life. But another, far less sanguine, interpretation of this fact has been offered by representatives of the camp on my left, by the

young irregulars of the counter-culture. The two biggest businesses in this country, they say, are the waging of war and the waging of education, and they cite numerous analogies between these enterprises: both depend on conscription, one literally and the other tacitly; both use goals of freedom or progress to justify tyranny; the product of both is dehumanization; both are engineered by self-perpetuating hierarchies; and both cause many casualties.

Any number of derogatory labels can be applied to this analogy, but I am less interested in dismissing it than in trying to understand the minds that formulated it and believe it. And I am afraid that I find these minds far less incomprehensible than do some outraged members of the teaching profession. I don't think it is necessary to blame Dr. Spock or marijuana or television or some apocalyptic evil for the attitudes of the young dissenters and radicals. The chief cause of student unrest, it seems to me, can be traced to the myth that higher education and the good life are equivalent, a myth polished to meet the burgeoning requirements of the American technocracy and supported all too enthusiastically by the academic world.

The freshmen who will enter colleges and universities this September were four years old when the beeping of the Russian Sputnik threw American society into panic. Since that time they have heard, day in and day out, parents, relatives, teachers, public officials, and pitchmen of the mass media sing one mighty theme: prepare, prepare, for the moment of judgment by the admissions board of the college of your choice is drawing nigh. "The more you learn," they have been told, "the more you earn." They have heard school drop-outs mentioned in the tone of voice usually reserved for discussions of lunatics or suicides. With the possible exception of the Last Judgment, no experience could live up to the advance billing given higher education in this country, and the reaction of at least one prospective freshman when he finally reaches campus should not be difficult to imagine. He will walk into his required English course and find

Professor X muttering about participles and assigned papers and objective cor-relatives. "Wait a minute," he will think. "I come to college to find Life, and I find Professor X instead. Why hasn't he heard the word?" And his ^{lips} will form a word, a word that grew in his brain like a pearl through long years of gritty preparation awash in a solution of rising expectations, and that word will strike terror in the hearts of the very academicians who helped nurture it or who passively allowed others to nurture it for them. And that word will be Relevance.

My scenario for this confrontation--to use another scare word--is intentionally oversimplified, but I think its broad outlines accurately reflect thousands of similar scenes between mutually frustrated students and teachers. My sympathy goes out to the young people who suddenly feel cheated and trapped by their teacher's obstinate refusal to gloss the Inner Meaning of Life three hours each week, but my deepest concern is reserved for Professor X. He is a teacher whose subject, the study of literature, is regarded as totally irrelevant by the vast majority of mankind; he himself may even wonder, after, say, a long session with an academic journal, whether an interest in literature is not a particularly perverse infirmity, something his parents should have seen to when he was a child. And he is a humanist who must realize, as he puzzles over college board scores and fills out grade sheets fed to him by the university computer, that he earns his keep primarily as a processing clerk for the technocracy. I am concerned about Professor X because, as Flaubert said of Madame Bovary, Professor X c'est moi. How should he cope with the lofty expectations of the new students?

He can popularize his subject, turning his classes into rap-sessions or encounter-groups or sensitivity-training. Such modish innovations may in fact prove effective, and I would not want categorically to rule out their use. But the Professor X I have in mind will hardly feel comfortable in his assumed role of class guru or magus; he will feel that to preserve his vocation as teacher he has abandoned the very training that led him to that vocation in the first place. He

will soon weary of suppressing or apologizing for the intellectual abilities that he worked so hard to refine. And our imaginary freshman will not, I suspect, be terribly impressed by the metamorphosis of Professor X; he will sense hypocrisy and condescension in the professor's showmanship, and he will feel that the entertainment values of the class are vastly overshadowed by those regularly available at the nearest cinema.

Again, what can our professor do? He can rigorously uphold the standards of his discipline, denying the existence of any claims on him except those made by his field. This approach seems more honest than the first; and the fact that it sometimes leads to a blind sense of superiority, to intellectual arrogance, to a narrow-minded certitude that is a mockery of the enquiring critical spirit--this fact, I suppose, should not discourage Professor X from his pursuit of integrity. But cries of "hypocrisy" will shatter the silence of his splendid isolation, and, if I may play devil's advocate for a moment, I would like to suggest how easily several simple questions can agitate our poor professor.

To ask these questions, I shall assume the guise of what must to many seem an appropriate equivalent of devil's advocate, the guise of a student. The first question he asks Professor X is this: "Does your presence in this classroom imply your assent to the proposition that what I learn here will contribute to my usefulness as a member of our society?" Let us assume that Professor X's field is 17th-Century poetry and that, for quite sound reasons, he is unwilling to make a case for the social utility of reading Donne's lyrics; he will therefore answer his student's question with a simple "no." The student's response might go as follows: "You tell me that your subject has no practical applications or value, yet you are willing to judge my familiarity with that subject as a practical matter to be passed along to society as an index of my fitness for certain occupations or roles. Isn't it cynical and self-serving of you to say one thing to society and another to me?" Should our professor reply that the student is free to

take his course or leave it, the student might say, "Fine. Tell that to the society that employs you, admit that you require courses in literature for your benefit and not for mine, accept the consequences of your new-found honesty, and we can then begin an honest dialogue." Let us leave this scene before the dialogue begins, before the student asks Professor X how he can possibly spend time writing another article on the two-handled engine in Milton's Lycidas when people in the world are starving; let us leave before Professor X clubs the student to death with a copy of the PMIA Annual Bibliography, finding at last a practical use to which literary scholarship can be put.

My description of Professor X's problems may be extreme, but I don't think that it misrepresents the painful, unresolved tensions in American education. When these tensions become too oppressive, I often seek refuge in a fantasy. I imagine a sweeping disappearance of hubris, voluntary and enforced, from academic life. Teachers of English suddenly feel no missionary zeal, no itch toward cultural colonialism. Literacy is regarded as, at best, a mixed blessing, a skill that, among other accomplishments, drove the bard from his central role in pre-literate society. The cry of "Every man a critic" is heard no more in the land. People who love to read and discuss literature no longer assert that their avocation is in reality a higher calling, nor do they erect artificial barriers between themselves and those whose interests and skills lie elsewhere. Teachers do not argue that a knowledge of literature will make people happier or better or more wise or more humane, for they know that the evidence of history and of their own human inadequacies does not support such an argument. Before they publish, scholars objectively compare the value of their research to the value of the trees that must be destroyed to provide the paper on which that research will be printed; if they believe their findings are important enough, they cut down the trees themselves. Critics remember that their discipline is at best a tentative one, that their judgments will certainly be repudiated by succeeding generations, and they

maintain their equanimity.

The thought of critics maintaining their equanimity never fails to startle me out of my vision, and I am struck anew by that vision's utopian tendencies. And I remember something else: most utopian myths with which I am familiar portray societies in which literature is irrelevant. When all men are content and at peace, when their power to imagine perfection is surpassed by the power of reality to supply it, then art can offer nothing not already present in men's lives. Literature is gratuitous in a true utopia, and ours is a time of widespread utopian expectations. Those younger than I am who believe that a utopia can be realized here and now are naturally suspicious of literary works and of the teachers who read and study them. They see a poem or a novel or a play as a pyrrhic victory wrested from man's failure to make his life a work of art. They are angered by this failure, while their elders find solace in the victory and value in the techniques through which it was achieved. I think that both responses--anger and solace--are proper, and that both are implicit in the existence of literature itself. Perhaps the most that can be hoped from the teaching of literature is that it will honestly reflect its subject's ambiguities, that teachers will not seek to escape from or misrepresent the tensions produced in a non-utopian world where literature and men's lives compete for our time and our commitment. That may be a faint hope to sustain one through the many anomalies and absurdities of contemporary academic life, but I believe, at age thirty, it is a hope that is still worth holding and pursuing.